

Rencontrez les voyageurs!

Voyageur social (Tourist):

- Consulte tous les jours son Facebook!
- Les hôtels sont à éviter - il dort chez les locaux ;)
- Commande son café dans la langue locale
- Se perd intentionnellement
- Découvre la cuisine locale (2% ont fait une intoxication alimentaire)

Voyageur normal (Traveler):

- Envoie des cartes postales
- 9h : commence à se plaindre dès le petit-déjeuner servi au buffet de l'hôtel
- Continue obstinément à parler dans sa propre langue
- Soit constamment un guide.
- Mange chez M...

Sample Can Do:
I can explain differences between a tourist and traveler and identify myself as tourist or traveler giving reasons.

Rencontrez les voyageurs!

Voyageur social (Tourist):

Voyageur normal (Traveler):

Laura Terrill



Laura Terrill

- Consulte tous les jours son Facebook
- Continu obstinément à parler dans sa propre langue
- Conseil de voyage Hakuna Mata !
- Se perd intentionnellement
- Suit constamment un guide
- Envoie des cartes postales
- Commande son café dans la langue locale
- gh : Commence à se plaindre dès le petit-déjeuner servi au buffet de l'hôtel
- Les hôtels sont à éviter - il dort chez les locaux
- Mange chez MacDonalds pour éviter les incidents - (22% ont fait une intoxication)
- Leitmotiv : la collection de cuillères à thé
- Découvre la cuisine locale (2% ont fait une intoxication alimentaire)

Extend to other modes



Interpersonal

Students pair to have a discussion about a future trip. One takes the role of a tourist, another of a traveler. They talk to identify 2 or 3 things that both are willing to do.

Presentational

Students document a trip from the perspective of a tourist or a traveler. They select 5 images and then caption those images saying what they did.

Laura Terrill

Sample Can Do:
I can describe an extreme weather event.

Des symptômes à détecter

- forte fièvre ;
- bouche-sèche ;
- pouls rapide ;
- somnolence anormale ;
- hyperexcitabilité ;
- yeux creux et pupilles dilatées ;
- perte de conscience.

EN CAS DE SYMPTÔMES : PLACEZ VOTRE ENFANT À L'OMBRE, RAFFRAÎCHISSEZ-LE ET FAITES-LE BOIRE DE L'EAU
SI LA SITUATION DURE : **FAITES LE 15**

Fortes Chaleurs
Plan Canicule du 1^{er} juin au 31 août

Hydratez-vous

Protégez-vous

Inscrivez-vous

Vigilance météo

- Vigilance absolue
- Soyez très vigilant
- Soyez attentif
- Pas de vigilance

Épisode caniculaire sur la majeure partie du pays.

ACTÚA CONTRA EL CALOR de la manera más fácil

BEBE AGUA FRECUENTEMENTE

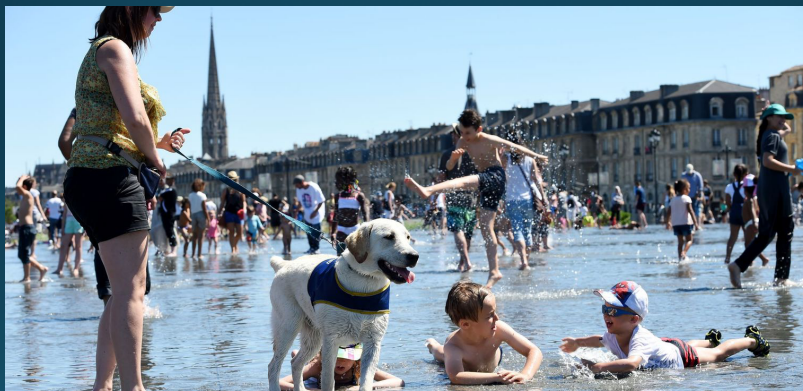
REFRÉSCATE

PROTÉGETE DEL SOL

PERMANECE EN LUGARES FRESCOS O CLIMATIZADOS

Naturalmente, protégete. Protégelos

Que faire quand il fait chaud, vraiment trop chaud? A Bordeaux, ces enfants et leurs parents ont opté pour les jeux aquatiques rafraîchissants sur le miroir d'eau le long des quais, le 17 juillet 2016.



Sample Can Do:
I can describe an extreme weather event.

Il fait tellement chaud en Arizona que certains avions ne peuvent pas décoller

Repéré par **Claire Levenson** — 20.06.2017 - 10 h 55, mis à jour le 20.06.2017 à 10 h 55
Repéré sur **USA**

Avec des températures atteignant les 48,8 degrés, une quarantaine de vols ont été annulés.



Sample Can Do:
I can describe an extreme weather event.

Global Challenges: Food and Hunger What role does food play in our lives?



Comment préparer la ratatouille?

<https://www.youtube.com/watch?v=KZucg25Rc9c>



Lead with Culture

I can ask and answer questions about food preferences and give simple reasons.

Laura Terrill

Tu aimes la ratatouille?

Do you like ratatouille?



I can ask and answer questions about food preferences and give simple reasons.

Laura Terrill

INGRÉDIENTS (8P.):

6 COURGETTES

3 AUBERGINES

2 POIVRONS

3 TOMATES

3 BRANCHES DE THYM

6 C. À S. D'HUILE D'OLIVE

1 GOUSSE D'AIL

Tu aimes la poutine?

Menu

Poutines. Général. Déjeuners. Boissons. Enfants.



les frites + le fromage + la sauce = la poutine

Laura Terrill

I can ask and answer questions about food preferences and give simple reasons.





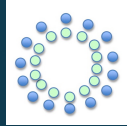

Think – Write – Pair – Share

Write statements and questions that come to mind based on these images. Be ready to pair and share.

Laura Terrill

I can ask and answer questions about food preferences and give simple reasons.

Think – Write – Pair – Share

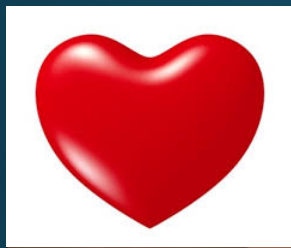


Laura Terrill



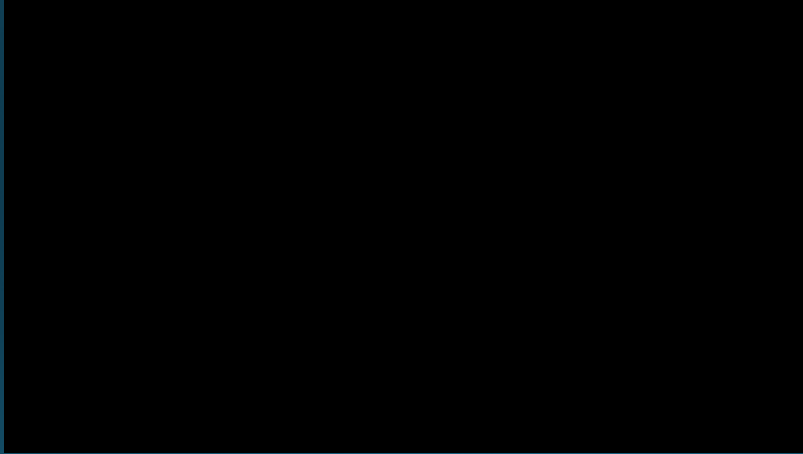
- Hunger
- Where they live
- Likes/dislikes
- Preferences
- Reasons

Prediction – What ideas are in the video?



Laura Terrill

Shakira – La La La

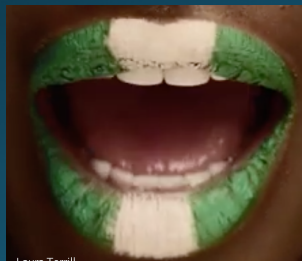
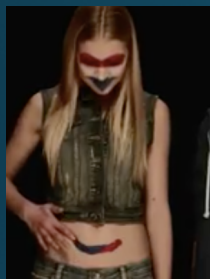


Sample Can Do:

I can state what countries have in common.

Laura

Consider the symbolism



Laura Terrill

Tackle one at a time...

- Use of color vs black and white
- Animals
- Flags
- Smiles
- Drums
- Soccer Ball

Ask for reasons or offer choices that suggest reasons.

Shakira

What do you know about Shakira from the song?
How do you know it?



Laura Terrill



Letra – cloze activity

What words would
you leave out?

Toda mi vida, fue así
Yo a ti te busqué
Hasta que llegaste
Con esa boca que Dios te ha dao
Ni obligada, podría dejarte
Las ganas de ti, me devoran
Los segundos de todas las horas
Tus dos luceros son los que quiero
Sin tus ojos azules me muero
Ven y bésame mucho
El mundo no importa
La noche comienza
No no no pares ahora

Laura Terrill

Cloze Activity

Drop words that are known and obvious from context.

La la la la la
 I dare you
 Feel how the planet's
 Become one
 Beats like a drum
 To the same rhythm
 Hear the whistle
Kick the ball
 The entire world
 Soars like an eagle
 In Rio we play
 Like we dance

Laura Terrill

Word bank
(only if necessary)
 drum
 eagle
 you
 kick
 dance

Extend to other modes



Interpersonal

Students pair to discuss the song, soccer and Shakira. They comment on things they like and don't like with regard to the video, favorite parts, etc. They give their opinions about soccer and/or other sports. Finally, they comment on Shakira and share information they know about her.

Laura Terrill

Presentational

Students write summary of video, retelling the story in simple sentences.

- Shakira sings.
- She likes soccer.
- She is Colombian.
- There are soccer players, animals.
- A little boy plays soccer, etc.

Students work in pairs or groups to add a verse to the song, change the chorus, etc.

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

Summit for Transformative Learning

Day 1	
Powerpoint Slide Handout	 Literacy in the Communicative Modes.pdf Details Download 23 MB
ACTFL IPA Comprehension Guide	 ACTFL INTERPRETIVE IPA.docx Details Download 159 KB
ACTFL IPA Interpretive Rubric	 Integrated Performance Assessment Inte... Details Download 13 KB
ACTFL Individual and Blended Rubrics	 Individual & Blended Rubrics ACTFL IPA ... Details Download 117 KB

ACTFL Integrated Performance Assessment

Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.

Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.

Laura Terrill

Performance Based Assessment

- Do the tasks address the major goals of the unit?
- Do the tasks match the targeted performance level?
- Do they address some aspect of the essential question?
- Are they real-world tasks?
- Do they address 21st Century Learning skills — communication, collaboration, creativity and innovation and critical thinking and problem solving?

Laura Terrill

ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

- Key Word Recognition (*English to Target Language*)
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context (*TL to English*)
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

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Laura Terrill

IPA Interpretive Comprehension

Literal Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

Laura Terrill

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IPA Interpretive Comprehension

Figurative Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

Laura Terrill

¡Somos una nación sedentaria y cada vez más gorda!

¿Sabe usted qué cantidad gastamos los norteamericanos anualmente en dietas y productos para adelgazar? 30 billones¹ de dólares. Irónicamente, el 66% de la población adulta no está en buena forma y necesita bajar de peso. Esto significa que una de cada tres personas pesa más de lo que debe y su salud está en peligro por tener un peso tan alto.

Si usted ha aumentado de peso, necesita buscar una solución. ¿Ha visitado a su nutricionista? Si no lo ha hecho, éste es el momento perfecto. Su nutricionista le puede preparar una dieta que incluya muchas proteínas y platos bajos en colesterol. ¿Ha visto alguna vez la pirámide de la nutrición? Compre una y póngala en la puerta de su refrigerador. También es probable que no haya tomado en serio los consejos de su médico. Pues ahora es el mejor momento para empezar a hacerlo. Y por último, no olvide el ejercicio. Es posible que usted no haya practicado deportes en su vida, pero no se preocupe. Puede empezar a asistir a clases con entrenadores en algún gimnasio de su ciudad e ir mejorando poco a poco. Lo importante es que cada día, antes de acostarse, usted haya hecho algo por mantener su cuerpo en forma, además de su salud.

Laura Terrill

Examen Bienstar

We are a sedentary and growing nation!

Do you know how much Americans spend annually on diets and slimming products? 30 trillion dollars. Ironically, 66% of the adult population is not in good shape and needs to lose weight. This means that one in three people weighs more than they should and their health is in danger from having such a high weight. If you have gained weight, you need to find a solution. Have you visited your nutritionist? If you have not, this is the perfect time. Your nutritionist can prepare you a diet that includes many proteins and low-cholesterol dishes. Have you ever seen the nutrition pyramid? Buy one and put it on the door of your refrigerator. You also probably have not taken your doctor's advice seriously. Well now is the best time to start doing it. And lastly, do not forget the exercise. You may not have played sports in your life, but do not worry. You can start attending classes with coaches in a gym in your city and improve gradually. The important thing is that every day, before bed, you have done something to keep your body in shape, in addition to your health.

Laura Terrill

Current questions

1. ¿De qué habla este artículo (*article*)?
2. ¿Por qué está en peligro la salud de una de cada tres personas?
3. ¿Qué aconseja que la persona haga con la pirámide de la nutrición?
4. ¿Utiliza este artículo mandatos formales o informales? Escribe 2 mandatos que has leído del artículo.

Laura Terrill

Key Word Recognition

Find the following Spanish words in the article.

- | | |
|----------------------|----------------------------|
| 1. lose weight | 5. haven't done it |
| 2. in danger | 6. have done something |
| 3. weighing too much | 7. haven't taken seriously |
| 4. have gained | 8. with trainers |

Main Idea

What is the main idea of this article? Answer in English.

Laura Terrill

Supporting Details

What information does this article share about a healthy lifestyle? Check each detail that is mentioned in the article. Not all details are included. Copy the information in Spanish that is given for each detail you have checked.

	Check if statement is part of article.	Statement	Copy the phrase that gives support for the statement.
1		<i>Often people do not follow the advice of their doctor.</i>	
2		<i>Those who are unhealthy should keep the refrigerator door closed between meals.</i>	
3		<i>Taking classes at a gym may help.</i>	
4		<i>North Americans waste trillions of dollars on diet products</i>	
5		<i>Everyone should exercise before going to bed each day.</i>	
6		<i>People should buy and post a copy of a food pyramid.</i>	
7		<i>30% of the population is overweight.</i>	
8		<i>A nutritionist is likely to suggest a diet high in protein.</i>	

IPA Interpretive Comprehension Literal Comprehension

Literal Comprehension - Key Word, Main Idea, Supporting Details		
Strong Comprehension	10	Identifies all key ideas appropriately within context of the text. (90-100%)
Meets Expectations	9	Identifies the majority of key ideas appropriately within context of the text. (75-89%)
Approaching Expectations	8	Identifies most ideas appropriately within the context of the text. (50-74%)
Minimal Comprehension	7	Identifies fewer than half of key ideas appropriately within the context of the text. (25-49%)
Not Yet	6	Struggles to understand key ideas appropriately within the context of the text. (5-24%)
No Comprehension	5	Does not identify any of the ideas appropriately within the context of the text or does not respond. (0-4%)

Laura Terrill

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Guessing Meaning from Context

Based on this text, write what the following words/expressions probably mean. Give your answer in English.

- | | |
|------------------------------|--------------------------------------|
| 1. <i>cantidad</i> | 4. <i>adelgazar</i> |
| 2. <i>más de lo que debe</i> | 5. <i>platos bajos en colesterol</i> |
| 3. <i>empezar a hacerlo</i> | 6. <i>tomado en serio</i> |

Inferences

Who might have written this article given the point of view that is shared? Is the person understanding or critical? Support your opinion with evidence from the article. Give your answer in English.

Laura Terrill

Cultural Perspectives

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Laura Terrill

IPA Interpretive Comprehension

Interpretive Comprehension

Interpretive Comprehension - Organizational Features, Guessing Meaning from Context, Inferences, Author's Perspective, Comparing Cultural Perspectives, Personal Reaction to the Text

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text. (90-100%)
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner. (75-89%)
Approaching Expectations	8	Makes a few plausible interpretations and inferences regarding the text's meaning. (50-74%)
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text. (5-24%)
Not Yet	6	Attempts inferences and interpretations, but they are not supported by evidence from the text. (5-24%)
No Comprehension	5	Does not provide a response.

Laura Terrill

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Interpretive Listening

French



What do you know about Albam?
Check all that apply.

- ___ She is a professor.
- ___ She is 24.
- ___ She does not have children.
- ___ She likes sports.
- ___ She often goes to the gym.
- ___ She lives in Paris.

Are you likely to be friends with Albam? Why or why not? Justify your answer with information from the text.

Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3

What one question might you ask to get to know him better?

Laura Terrill

IPA Interpretive Comprehension

Literal Comprehension

Literal Comprehension - Key Word, Main Idea, Supporting Details		
Strong Comprehension	10	Identifies all key ideas appropriately within context of the text. (90-100%)
Meets Expectations	9	Identifies the majority of key ideas appropriately within context of the text. (75-89%)
Approaching Expectations	8	Identifies most ideas appropriately within the context of the text. (50-74%)
Minimal Comprehension	7	Identifies fewer than half of key ideas appropriately within the context of the text. (25-49%)
Not Yet	6	Struggles to understand key ideas appropriately within the context of the text. (5-24%)
No Comprehension	5	Does not identify any of the ideas appropriately within the context of the text or does not respond. (0-4%)

Laura Terrill

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Conociendo Costa Rica

Costa Rica se extiende majestuosamente desde el océano Pacífico hasta el Mar Caribe y su distancia es solo 200 millas. Su porción de tierra ocupa solamente 20 mil millas cuadradas.

Si se hace un recorrido por las provincias de Costa Rica, es fácil darse cuenta de que en ningún otro lugar se pueden encontrar campos con tantas variaciones de paisaje y clima como aquí.

Costa Rica es uno de los destinos turísticos más preciados del planeta. Este pequeño pedazo de tierra reúne todos los componentes necesarios para satisfacer el gusto de miles de viajeros que la visitan cada año.

La división territorial de Costa Rica incluye 7 provincias a conocer; San José, Alajuela, Cartago, Heredia, Guanacaste, Puntarenas y Limón. Juntas ofrecen un atractivo destino turístico de posibilidades casi ilimitadas, y que incluyen extensos bosques lluviosos, volcanes, ríos que se pasean por las montañas, playas y muchos recursos naturales resguardados por una importante organización de parques nacionales y reservas forestales.

Laura Terrill

Key Word Recognition

Key Words - Find these words in Spanish from the text.

- | | |
|-------------------|------------------|
| 1. is only | 4. every year |
| 2. no other place | 5. piece of land |
| 3. to satisfy | 6. unlimited |

Laura Terrill

Main Idea

Main idea. Based on what you've read, who is most likely to read this article?

- a. A person who wants information on the history of Costa Rica
- b. A person who is looking for an general tour of Costa Rica
- c. A person who is looking for general tourist information about Costa Rica

What in the article caused you to select your response? Answer in English.

Laura Terrill

Supporting Details

Supporting Details - What information does this article give about Martinique? Check each detail that is mentioned in the article. Not all details are included. Copy the information in French that is given for each detail you have checked.

	Check if statement is part of article.	Statement	Copy the words or phrase that gives evidence for or against the statement.
1.		Costa Rica is located between an ocean and a sea.	
2.		A person who enjoys beaches would like Costa Rica.	
3.		Costa Rica has a wide variety in landscape and climate.	
4.		Costa Rica has many national parks.	
5.		Costa Rica is popular with tourists.	
6.		There are 7 major cities in Costa Rica.	
7.		Costa Rica has both a volcano and a rain forest.	
8.		Unfortunately, it rains often in Costa Rica.	

Laura Terrill

CROQ'PYRÉNÉES
 Saint-Lary Soulan (Pyrénées)

MULTISPORTS / MULTIACTIVITÉS
 pour les 7/ 11 ans
 7 jours / 6 nuit(s)

AVENTURE THÉMATIQUE

RÉSERVEZ VOTRE SÉJOUR
 Date de séjour : 05/07/2015 - 390 €
 Votre transport : Sélectionnez une ville de départ
☒ Sans transport - 390 €
 Participant(s) : 1
 Hébergement : Chambre Multiple
 Total pour 1 pers : **390 €*** [JE COMMANDE >>](#)
* Prix indicatif, hors option

Vive les vacances !
 Aux portes de la Réserve Naturelle du Néouvielle, du parc national des Pyrénées et à deux pas de l'Espagne, Saint-Lary-Soulan est un village de tradition pyrénéenne riche en activités de nature.

Découverte en douceur de l'environnement et des activités de montagne, du parcours aventure en forêt au rafting en passant par la course d'orientation et la randonnée au coeur d'une réserve naturelle (Néouvielle ou Rioumajou) ou encore "Les Aigles d'Aure", rencontre des habitants... Initiation au camping, au cours du séjour les enfants séjourneront 2 à 3 nuits dans des tentes collectives confortables.

Jour d'arrivée Accueil le dimanche à partir de 14h, installation dans les chambres ou les tentes, visite du site et préparation du séjour avec les animateurs. Il est préférable d'arriver au centre UCPA avant 15h.	Jour de départ Fin du stage le samedi à 14h après le déjeuner.
Formule : Aventure thématique Mixer plusieurs sports ou du sport avec d'autres univers. Des séjours conçus pour découvrir de nouvelles thématiques pendant les vacances et passer d'une activité à l'autre sans jamais s'ennuyer.	Niveau technique et intensité physique Niveau technique : Ouvert à tous Intensité physique : * - Facile C'est bon pour tout le monde.

Nombre de séances : 10 séances.

Laura Te

Key Words - Find these words in French from the text.

- | | |
|-----------------------|---------------------|
| 1. transportation | 5. your stay |
| 2. 2 steps from Spain | 6. shared tents |
| 3. a natural preserve | 7. starting at 2 pm |
| 4. physical demands | 8. To discover |

Main idea. Based on what you've read, who is most likely to read this article?

- A child doing research on tourism in the Pyrénées
- An adult researching summer camps for their children
- A parent looking for a camp experience suitable for families

What in the article caused you to select your response? Answer in English.

Laura Terrill

Supporting Details - What information does this article give about Croq'Pyrénées? Indicate if a detail is mentioned or not mentioned in the article. Copy the information in French that is given for each detail that is true or false.

	True	False	Not in article	Statement	Copy the phrase that gives evidence for or against the statement.
1.				The cost of this program is three hundred and ninety Euros.	
2.				This program starts July 5th, 2015.	
3.				The program is held at the UCPA of Saint-Laurent.	
4.				The program starts on a Sunday afternoon.	
5.				The only activity you can do here is play sports.	
6.				Participants must be in excellent physical shape	
7.				This program last seven days.	
8.				Participants should plan to arrive before lunch.	

Laura Terrill

Guessing meaning from context. According to the article, what do the following **boldfaced** words mean in English?

- | | |
|------------------------------|-----------------------------|
| 1. intensité physique | 3. aventure en forêt |
| 2. jour de départ | 4. Fin du stage |

Inferences - Would a person who liked city life and cultural attractions like this camp? Why or why not? Support your answer by giving 2 specific reasons from the article. Write in English.

Comparing Cultural Perspectives. How is this experience similar to or different from what children do in the United States in the summer? Make at least 2 comparisons.

Laura Terrill

QUESTIONS



Laura Terrill